



# CREATIVE THINKING ABILITIES AND STUDY HABITS OF ADOLESCENTS IN RELATION TO MODERNIZATION AND SOCIO-DEMOGRAPHIC VARIABLES

Sheetal

Research Scholar, Department of Education, M.D.U., Rohtak.

## ABSTRACT

Present study is Creative thinking abilities and Study habits of adolescents in relation to modernization and socio-demographic variables. The investigator has taken a sample of 400 school students. Multi stage random sampling technique was used to select the sample. Comprehensive Modernization Inventory by Dr. S.P. Ahluwalia and A.K. Kalia, verbal test of creative thinking by Baqer Mehdi and Study habits inventory by Mukhopadhyay and D.N. Sansanwal was used as tool.

## INTRODUCTION MODERNIZATION

Modernization implies social mobility. In modern societies, the individuals are objective and have scientific bent of mind. They are enlightened and critical in approach and not blindly attached to customs, rules and rituals. Largely, they are free from scepticism and ready to learn new things. The rationality influences their choice of goals and means. They are achievement oriented. The modernized societies believe in coexistence, cooperation and consensus rather than conflict. The modern societies are not rigid but amenable to reason and ready to adjust between rich heritage and modernity.

## STUDIES RELATED TO MODERNIZATION

Revolt Inglehart and Wayne E. Baker (2000) studied "Modernization, cultural change and the persistence of traditional values". They found that economic development is linked with systematic changes in basic values and found the evidence of both massive cultural change and the persistence of distinctive cultural traditions. Economic development is associated with shifts away from absolute norms and values towards values that are increasingly rational, tolerant, trusting and participatory. Cultural change, however, is path dependent. The broad cultural heritage of a Society-Protestant, Roman Catholic, Orthodox, Confucian, or Communist, leaves an imprint on a value that endures 91 despite modernization. Moreover, the difference between the values held by members of different religions within given societies is much smaller than are cross-sectional differences. Once established, such cross-cultural differences become part of a national culture transmitted by educational institutions and mass media

## Creative thinking

Creativity stands for 'capacity to accept challenge 'freedom to exercise choice' and 'readiness to change self and environment.' Flexibility, divergence, originality and an ability to synthesize ideas are key ingredients of creativity.

Creativity produces new methods, new concepts, new understandings, new inventions and new works of art. It is at the very root of human progress.

## STUDIES RELATED TO CREATIVE THINKING

Baker and Rudd (2001) proposed a model of the creative thinking process for the purpose of serving as a cognitive map for faculty as they seek to promote the creative potential of students. The authors also encouraged further discussion on the creative potential in higher education, and recommended that agricultural faculty in higher education use this study as a foundation to develop a more creative learning environment. Baker and Rudd (2001) also explored in a different study the relationship between critical and creative thinking. Results from the study suggested that the two constructs (critical and creative thinking) are not closely related. The researchers also stated that further research needed to be conducted with different age ranges, genders, and socio-economic backgrounds to confirm the results of this study. Preliminary findings of this study suggested that educators must prepare specific curriculum and stimulate creative and critical thinking separately..

## STUDY HABITS

To study means application of the mind to books, acts or any subject for the purpose of acquiring knowledge. To study means to read and examine carefully so as to understand a topic.

Habit means fixed routine responses to the particular situation by human being.

Habit is pattern of various activities which are done by the learner without conscious efforts.

Study habit means various activities carried out by an individual during learning

process to improve learning.

## STUDIES RELATED TO STUDY HABITS

Anwar, E. (2013) did a correlational study to investigate the degree of relationship between study habits and academic achievement of senior secondary students. The study revealed high and positive relationship between study habits and academic achievement and good study habits result in high academic achievement. It was suggested that necessary study skill must be target to the students with a view to improve their academic performance.

## RATIONALE OF THE STUDY

In the present study, focus is on creative thinking ability and study habits of adolescents and its relationships with modernization and sociodemographic variables. Adolescents are considered as the most productive members of the society, due to their physical and intellectual capacity. Global and societal changes have influenced the lives of adolescents and these changes are likely to affect them in future as well. The rapid social change, consequent upon modernization, globalization has made the lives of adolescent's people, their expectations values and outlook very different from those of older generation.

Modernization has significant influence on behaviour and study habits of adolescents. There is a dearth of studies of creativity and study habits in a relation to modernization. The investigator has scanned the available literature and found that very few studies are available. The studies reported above are contradictory in nature. Some of the studies depict significant difference of creative thinking abilities and study habits in relation to modernization while other show no difference. The present study is an attempt to verify the above result.

## STATEMENT OF THE PROBLEM

### CREATIVE THINKING ABILITIES AND STUDY HABITS OF ADOLESCENTS IN RELATION TO MODERNIZATION AND SOCIO DEMOGRAPHIC VARIABLES

## OPERATIONAL DEFINITIONS OF THE TERMS MODERNIZATION

The definition given by Ahluwalia & Kalia (2010) has been adopted as an operational definition of the term modernization which studies, "the deeper change in man's way thinking and feeling, a change in his attitude to life's problem, the society and the universe."

## STUDY HABITS

It is a habit of the student during study which considers following areas and is measured by Study Habits Inventory by Dr. M.N. Palsons

1. Physical conditions for study
2. Reading ability
3. Note taking
4. Factors in learning – Motivation
5. Memory
6. Health
7. Budgeting
8. Taking examination

## CREATIVE THINKING

The primary traits related to divergent thinking and therefore to creativity have been enumerated by Guilford as

1. Sensitivity to problem
2. Fluency of thinking
3. Flexibility of thinking
4. Originality

5. Redefinition
6. Elaboration

**VARIABLES****DEPENDENT VARIABLES**

1. Creative thinking abilities
2. Study habits

**INDEPENDENT VARIABLES**

1. Modernization
2. Socio Demographic Variable

- a) Gender
- b) Residence

**OBJECTIVES:-**

1. To study and compare creative thinking abilities of male and female adolescents.
2. To study and compare creative thinking abilities of urban and rural adolescents.
3. To study and compare study habits of male and female adolescents.
4. To study and compare study habits of urban and rural adolescents.
5. To study the relationship between modernization and creative thinking abilities of adolescents.
6. To study the relationship between modernization and study habits of adolescents.
7. To study the relationship between creative thinking abilities and study habits of adolescents.
8. To study and compare creative thinking abilities of high modernized and low modernized adolescents.
9. To study and compare creative thinking abilities of high modernized and low modernized male adolescents.
10. To study and compare creative thinking abilities of high modernized and low modernized female adolescents.
11. To study and compare creative thinking abilities of high modernized and low modernized urban adolescents.
12. To study and compare creative thinking abilities of high modernized and low modernized rural adolescents.
13. To study and compare study habits of high modernized and low modernized adolescents.
14. To study and compare study habits of high modernized and low modernized male adolescents.
15. To study and compare study habits of high modernized and low modernized female adolescents.
16. To study and compare study habits of high modernized and low modernized urban adolescents.
17. To study and compare study habits of high modernized and low modernized rural adolescents.

**HYPOTHESES:-**

1. There is no significant difference in creative thinking abilities between male and female adolescents.
2. There is no significant difference in creative thinking abilities between urban and rural adolescents.
3. There is no significant difference in study habits between male and female adolescents.
4. There is no significant difference in study habits between urban and rural adolescents.
5. There is no significant difference in the relationship between modernization and creative thinking abilities of adolescents.
6. There is no significant difference in the relationship between modernization and study habits of adolescents.

7. There is no significant difference in the relationship between creative thinking abilities and study habits of adolescents.
8. There is no significant difference in creative thinking abilities of high modernized and low modernized adolescents.
9. There is no significant difference in creative thinking abilities of high modernized and low modernized male adolescents.
10. There is no significant difference in creative thinking abilities of high modernized and low modernized female adolescents.
11. There is no significant difference in creative thinking abilities of high modernized and low modernized urban adolescents.
12. There is no significant difference in creative thinking abilities of high modernized and low modernized rural adolescents.
13. There is no significant difference in study habits of high modernized and low modernized adolescents.
14. There is no significant difference in study habits of high modernized and low modernized male adolescents.
15. There is no significant difference in study habits of high modernized and low modernized female adolescents.
16. There is no significant difference in study habits of high modernized and low modernized urban adolescents.
17. There is no significant difference in study habits of high modernized and low modernized adolescents

**DESIGN AND METHODOLOGY**

In the present study, descriptive method will be used because it is more appropriate method for this type of research.

**SAMPLE**

Measuring the entire population is impracticable though not entirely impossible. Therefore, a sample from the concerned population may be drawn for the purpose of data collection. In the present study, multi stage random sampling technique was used to select the sample of 400 senior secondary school students.

**TOOLS USED IN THE STUDY**

1. Comprehensive modernization inventory by Dr. S. P. Ahluwalia and A.K. Kalia(2010)
2. Verbal test of creative thinking by Baquer Mehdi.(2009)
3. Study habits inventory by M. Mukhopadhyay and D.N. Sansanwal (2011)

**STATISTICAL TECHNIQUES TO BE USED**

Descriptive statistics such as means, S.D., SEM will be used to describe the nature of data. To find out significant difference between mean scores of different graphs will be used. Inferential statistics will be used. Co-efficient of correlation will be used to find the relationship among various variables. Line diagrams/Bar diagram will be used to depict the result pictorially.

**DELIMITATIONS OF THE STUDY**

1. The study will be delimited to the schools of Haryana State only.
2. The study will be delimited to senior secondary school students only.
3. The study will be delimited 400 Senior Secondary School students only
4. The study is delimited to four variables namely Creative Thinking Abilities, Study Habits, Modernization & Socio-demographic Variables.

**REFERENCES**

1. Acharaya, S.(2012). Study habits and its effect on academic achievement of tribal and non-tribal students at secondary level, International Multidisciplinary e-Journal/ Sunita Acharaya, 128-145.
2. Baker, M., & Rudd, R. (2001). Tapping into the creative potential of higher education: A theoretical perspective. Journal of Southern Research 51(I), 161-171.
3. Friedel, C., & Rudd, R. (2005). Creative thinking and learning styles in undergraduate agriculture students. Paper presented at the 2005 American Association for Agricultural Education Annual Conference, San Antonio, TX.
4. Kaur, M & Kaur, J. (2014) Aggression among Adolescents In Relation To Modernization. Acme International Journal of Multidisciplinary Research, II (IV) 31-40.
5. Mehdi, Baquer Manual Verbal Test of Creative Thinking (2nd revised edition), National Psychological Corporation, Agra, 1985.
6. Young, T. (2008) Children Study Habits and Parental Involvement. Deptt. Of psychology, Missouri Western State University. Available at : <http://Clearinghousemissionwestern.edu>.